TEACHERS' COMPETENCE

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Abstract: *In any field or profession we speak about a system of general and specific competences, the acquirement and development of these competences being a continuous process, the knowledge and capacities an individual owns enhancing and enriching, permanently reorganizing as the professional experience grows.*

The achievement and the development of the teachers' competence represent the basic requirement of the teachers' initial and permanent training. This article tries to reveal ways to improve the training of the future teachers.

Introduction

Competence is defined as someone's capacity to utter on a certain thing, on the basis of a deep knowledge of the problem in discussion (according to the explanatory dictionary of the Romanian language).

Synthetizing, beyond the multiple understandings given to the term, most of the theoreticians of the competence paradigm agree with the following fundamental characteristics which can be associated to the competence (Ştefan, 2011, p. 47). its components are indivisible (knowledge, skills, the attitudes circumscribed to this one are integrated); the components evoluate, change in content and usefulness; competences solicit a continuous process of learning and development; the competences are interconnected and specify according to the context in which they are used; competences refine by the integration of new experiences of knowledge and action, the key of efficient programs of competences development being the identification of learning experiences which ensures the continuous development of sets of knowledge and skills associated to the competence.

Teachers' Professional Competence

When we talk about education, it is necessary to highlight the fact that the insurance of quality and efficiency of the educational process is

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undoubtedly connected to the involved human resources, to the modality in which these are prepared and formed for the achievement of the educational ideal. The system of initial and continuous preparation must have in view the dotation of the teacher with the set of competences necessary for the development and delivery of the educational content adequate to the present (Balaş, 2010, p. 46).

The psycho-educators propose the term *competence profile*, which refers to a structure of characteristics, specific behaviours, capacity, structure formed and developed by reporting itself to the specific type of activity of the future teacher (Diac, 2009, p. 649).

For the didactic profession, the competence profile contains several types of general competences (concretized through the specific ones): methodological; communication and relations; evaluating the students 'performances; psycho-social; technical and technological; career management.

The article aims at identifying the modalities by which the lectures and applied activities may be organised more efficiently, starting from the idea that psycho-pedagogic training represents an indispensable requirement of didactic profession. Thus, we plead for the use of interactive learning.

Situations favourable for the development of interactivity

Wes hall try to identify and describe some of these situations favourable to interactivity in the framework of the didactic staff's formation programs.

Experiential Learning Cycle (according to David Kolb, 1984) represents a basic model used in the design phase of the formation course because it helps the students to reach easier the objectives of the course, contributing to the increase of the performance. The curve of experiential learning is a process made up of four phases: 1. *Experimentation:* offers the participants the opportunity to test theirknowledge and abilities in critical situations, the appeal to the participants'experiencefacilitating the exchange of ideas ; 2. *Reflection*: supposes that the participants reflect on the situations experienced in the formation activities ; 3. *Concluding*: the participants are asked to reach the conclusions after the experimentsconnected to the new knowledge and skillsthey have acquired; 4. *The application of new knowledge and skills:* the participants are given the opportunity to practically apply the methods and techiques learnt during the training.

Stating Problems. Lately, we talk more and more about a psychology of wondering and interrogating (actions specific to the statement of the problems) which analyses the processes of feeling, awareness and statement of problems, of

checking the solutions found and their application. The key-concepts of stating the problems are the problems and the problem-situation. The processes of stating the problem consist not only in *problem-solving* but also in *problem-finding*. The term *problem-finding* becomes synonym with the statement of the problem in this context. The statement of the problem/generalization, finding problems represent the essence of the creation process" (Dillon, 1988, p. 12).

Situational learning. The aim of the general theory of situational learning is to describe the way in which the individual acquires knowledge. The situational learning is considered to be centred on the student, placing him/her as an active participant in the framework of the educational context. J. Lave and E. Wenger (1991) propose the model of situational learning, considering that "learning appears naturally as a function of activity, of context and of culture in which it appears". It is promoted the idea that the participants become a part of the "practice community" where these ones work together.

Creative learning. According to I. Neacşu (1990, p. 12), "the educators are continuously solicited today to promote efficient learning. And not any efficient learning, but a participative, active and creative one". C. Oprea proposes the concept of *interactive-creative learning*. "This process appears as a consequence of individual and collective efforts of the interaction of the educated person with the others, based on social exchanges in the acquisition of the novelty" (2008, p. 159). Answering more efficiently to the needs of solving problems, the group creativity was imposed, having the following characteristics as compared to the individual one (Mihuţ, *apud* Oprea, 2008, p. 169): *efficiency in solving complex problems; independent judgment, but also addicted to the ideas and knowledge of other members of the group; systematic thinking, multilateral-exploring, flexibly guided and without prejudices; increased capacity in the production of ideas, stimulated by the action of several individuals potentially creative; a system of multi-criterial evaluation and classification of ideas; force in the application and capitalization of the novelty; the risk tolerance, the avoidance of the failure by the chance of finding a new acceptable condition; the stimulating source of the collective and individual creative potential.*

Learning with the help of the computer and mass-media. Learning with the help of the computer and mass-media is an "interactive and quasi-autonomous form of access to knowledge without the mediation of the teacher (only guidance), based on quasi-autonomous demarches of information and processing of information, on a learning in your own rhythm, practically achieved through observation, experiment and discovery, due to the use of the computer and mass-media" (Bocoş, 2002, p. 302).

The researches in the field of the interaction Human-Computer Interaction (HCI) was focused on the understanding and representation of this

type of interaction from the perspective of information and knowledge transferbut from the point of view of inter-human relation. During a task, the human being accumulates both informational and social knowledge, by processing the stocked data. In the framework of the interaction human-computer, the computer becomes a media for the transmission of information.

The socio-cognitive conflict. The educational conflicts, as any other conflicts, cannot be avoided. Even if the teachers are willing or not, the conflicts will inevitably appear in any classroom, the opponents' opinion being real sources of conflict. Nevertheless, as Schmuck says, "the conflict offers the opportunity to individual and group development in the classroom" (*apud* Pânişoară, 2003b, p. 61).

"The idea of raising the confrontation and/ or conflict as a royal rank of the mental progress is not new", as Adrian Necula affirms (1998, p.52) citing Cattanea's opinion (1864) that mental facts give birth to confrontation between many subjects. „ The existence of conflicts is not necessarily the sign of the system decline, but it is also a premise of change and of the necessary balance. Any limit also contains the possibility of its overcome; any conflict may be a source of progress, an opportunity" (Momanu, 1998, p. 223).

The intelligence development takes place into a complex action which involves also the psycho-social context of the formative situation. The social experience of the individual, the different confrontations that he had been participating and he had tried to solve, plays an important role as a mechanism of the individual cognitive construction. The intellectual conflict has the potential to realize the next (Johnson and Johnson, 2009, *on line*):*1. The attention focused on the material that is next to being learned and on the instructive tasks; 2. The stimulation for finalizing the tasks and for searching for new information; 3. The motivation to continue the learning about the subject taught and about the course that has just ended; 4. High level of cognitive reasoning in completing the instructive tasks; 5. The increase of the accuracy and of the frequency of the prospective thinking; 6. A better understanding and memory of the studied material; 7. Creativity and divergent thinking;8. Building the positive relationship between students; 9. The increase of the students' self-appreciation.*

Conclusion
We consider it necessary and useful to use a set of interactive methods, which allow the learning valuing of interactivity's educational valences and the approach of personality's socio-affective and motivational dimension. T*he frequent use of situational learning, problem – solving, socio-cognitive conflict, experiential and creative learning* will lead to the development of future teachers' professional competences.

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